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ABSTRACT

The complete COPES Guide consists of two volumes. This volume, which is the second, contains the forms developed for summarizing basic information and obtaining perceptions of various persons identified with and interested in college's occupational education system. (For related document, see JC 730 268.) (CK)

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

(Instrumentation)

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

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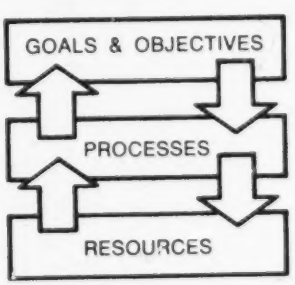
REPRESENTATIVES



August 1973

JC 730 272

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INTRODUCTION

The complete COPES Guide consists of two volumes. The first volume is called COPES Guide. It provides the information necessary for an understanding of COPES, the procedures for its application, and the guidelines for scheduling its use.

This companion volume, COPES Guide Instrumentation, contains the forms developed or refined during the year for summarizing basic information and obtaining perceptions of various persons identified with and interested in a college's occupational education system.

Appearing at the beginning of this volume are the criteria statements for COPES perception items. These criteria statements were prepared by a special COPES subcommittee, chaired by Dr. Sidney McGaw, dean of vocational education, San Jose City College. Other members of the subcommittee were: John Hubbard, assistant for community relations to Chancellor, San Mateo Community College District, and Shirley McGillicuddy, of Shirley McGillicuddy & Associates. Mrs. McGillicuddy prepared the initial draft of criteria statements for the subcommittee, using the suggestions of other COPES site visit professionals. The criteria subcommittee worked in cooperation with Dr. Nathan Boortz, director of technical education, Foothill Community College District, and COPES project manager; Dr. Bill Morris, representing the Chancellor's Office, California Community Colleges; and Dr. George Ebey, of George Ebey Associates, COPES project director.

Additonal guides, each with appropriate specialized instrumentation, also are available for COPES subsystem applications for evaluation of programs and services for the disadvantaged, for the handicapped, and for consumer and homemaking education.

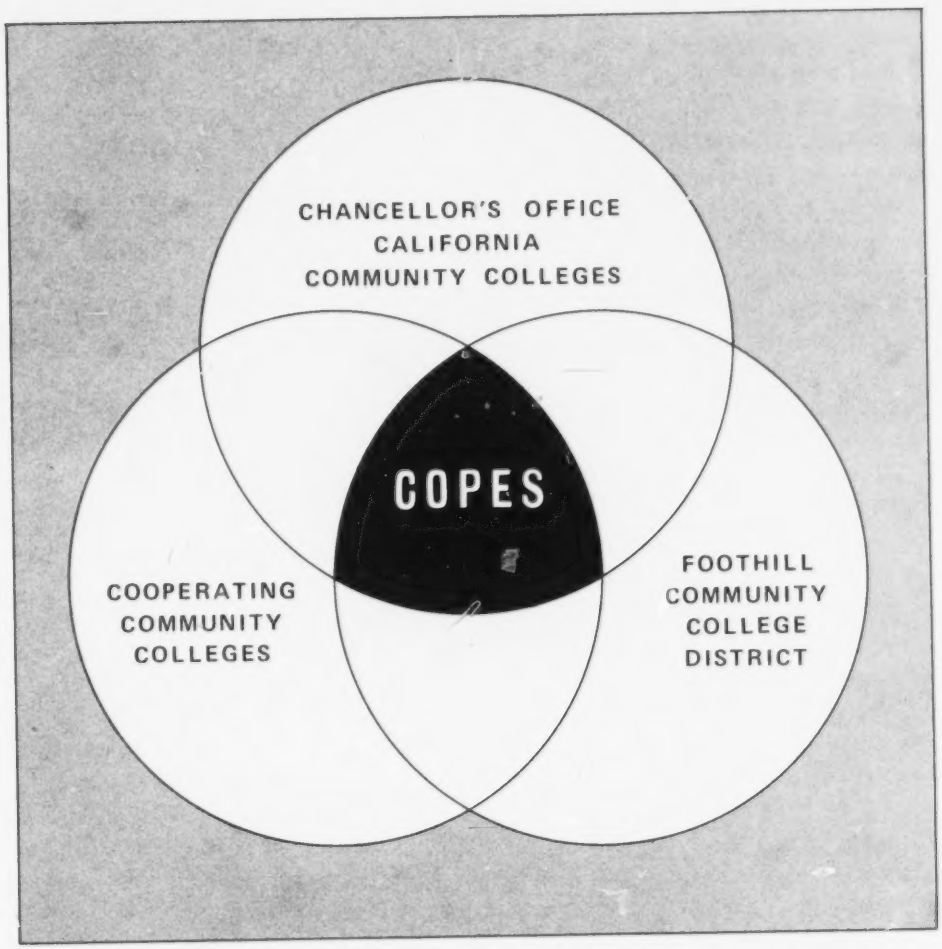
Thanks are expressed to the countless individuals throughout the state who have given so graciously and substantially of time, thought and energy to the development and refinement of the COPES instrumentation and procedures. Special acknowledgment is made to the COPES criteria subcommittee members and to all members of the planning and evaluation committee for their contributions of indispensable creativity, enthusiasm and professional insight.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 7 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION



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May 18, 1973

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

EVALUATIVE GUIDES & CRITERIA

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1 Goal(s) (Broad Purpose) for occupational programs.

Excellent

General overall goals for occupational education are clearly stated in writing, available and committed to by virtually all occupational education personnel and used as a base for planning specific occupational program objectives.

Poor

General overall goals for occupational education are not clearly defined, are not understood by most occupational education personnel, or used as a base for planning specific occupational program objectives.

1.2 Development of measurable learner performance objectives in organizing occupational programs.

Excellent

Measurable learner performance objectives have been or are in the process of being developed for all occupational programs and are used as the basis for planning course content and sequence. Administration and instructional staff demonstrate commitment to the development and application of learner performance objectives.

Poor

Measurable learner performance objectives have not been developed and/or are not in the process of being developed for any occupational program. Administration and instructional staff demonstrate no commitment to the development and application of learner performance objectives.

1.3 Use of measurable learner objectives in evaluating student performance.

Excellent

Measurable learner objectives are available and in writing and are used on a continuing basis by instructors and students to evaluate individual student performance and progress.

Poor

Measurable learner objectives are not used by students or instructors to evaluate individual student performance and progress.

1.4 Relation of stated learner objectives to job performance requirements.

Excellent

Written learner performance objectives are evaluated on a continuing basis against current assessments or analyses of job performance requirements to keep education relevant to employability.

Poor

Learner performance objectives show no evidence of evaluation against or accommodation of job performance requirements.

1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).

Excellent

The college has determined population and labor market needs through the use of surveys and/or other instruments or other data sources in the community such as inputs from advisory committees. Short term (one year) and long term (five year) enrollment projections are based on available data.

Poor

Enrollment projections and planning based on past experience only; little or no effort [has been] made to generate new or utilize existing data on actual community labor market or population needs.

1.6 Actual program enrollments in relation to planned enrollments.

Excellent

Planned program enrollments are analyzed in relation to actual enrollments to determine variables and their causes and to improve future planning.

Poor

No effort is made to compare actual with planned enrollments to improve future planning or to analyze or identify additional information needed.

1.7 Student completions in relation to enrollments including jobouts (i.e. students leaving school for employment in field of preparation prior to completing program of studies).

Excellent

Measurable objectives for number or % of student completions have been planned for the institution at large and by individual program. Specific types of completions, i.e., jobouts, certificates, degree have been analyzed and actual experience is used as a base for future planning.

Poor

No objectives or projections have been identified for completions in relation to student enrollments. Data are not analyzed and used as a base for future planning.

1.8 Student placements (employment or related advanced education) in relation to completions.

Excellent

Student placement objectives are realistic in relation to jobouts and completions and changing labor market conditions. Continual analysis is made of actual experiences to determine if discrepancies exist and why, and to improve future performance.

Poor

Student placement objectives have not been identified and/or are not realistic in relation to completions.

1.9 Job success of former students in field of preparation.

Excellent

Goals and objectives include evaluation of job success of former students. Such data are used as a base for program analysis and future planning.

Poor

No specific evaluation is made of job success of former students. Such data are not used as a base for future planning.

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1 Concurrence of programs with district vocational education plan submitted to state annually.

Excellent

Administration, counselors and instructional staff utilize the district plan to guide and evaluate occupational education program performance and progress.

Poor

Administrators, counselors and instructional staff, with the exception of one or two individuals who participated in its development, have little or no knowledge of the district vocational education plan and do not use the plan as a planning and evaluation tool. Administration and instructional staff objectives do not concur with those documented in the plan.

2.2 Quality of occupational instruction, in general.

Excellent

Instruction is current in content, keyed to the needs and interests of students, is stimulating and maximizes individual student achievement.

Poor

Instruction remains static and is unresponsive to students' interests and needs.

2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining and upgrading personnel.

Excellent

The spectrum of occupational education programs is continually reviewed and revised to most effectively meet community training and retraining needs.

Poor

Occupational education programs reflect limited relevance to actual population and labor market trends and changes. Limited efforts are made to service the needs of the community through programs that train, retrain or upgrade job skills.

2.4 Growth and/or modification of offerings during past five years in response to community needs.

Excellent

The modifications in the occupational education program configuration demonstrate that the college has consistently responded to discerned changes during the past five years.

Poor

There is little evidence of growth or modification of course offerings; changes that have occurred reflect limited response to significant community needs.

2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers and other institutions of higher education) in providing for community occupational needs.

Excellent

The college has an aggressive, effective and documented program of articulation and interaction with all the other educational organizations that have impact on area occupational education.

Poor

The college has no specific program of articulation and interaction with any educational institutions that have an impact on relevant occupational education.

2.6 Relating of the college's general education courses (e.g., English, Math) to occupational education.

Excellent

General education courses required in an occupational major are closely coordinated with occupational education programs; continual cooperative analysis and review of course offerings keep course offerings relevant and current to program needs.

Poor

No line of communication or cooperative coordination exists between general and occupational education departments. General education course requirements reflect no planned approach to meeting occupational program objectives.

2.7 Provision for vocational work experience in occupational education programs.

Excellent

Vocational work experience is a priority of occupational programs and has full commitment and support from administration, instructional staff and the community. A continual effort is made to identify new opportunities for student placement in work experience. At least 25% of occupational students are participating in vocational work experience.

Poor

Work experience, as an essential component of occupational education, is given little emphasis. Few, if any, programs provide opportunity for work experience or work related activities. Only 0-5% of occupational students are participating in vocational work experience.

2.8 Quality of work experience programs.

Excellent

The college supports vocational work experience with manpower, budget, and facilities. At least one FTE instructor is assigned for each 125 students. Community resources, such as advisory committees and participating business and industry, are used effectively to improve and evaluate the quality of work experience.

Poor

The college makes no provision to support work experience programs with manpower, budget, or facilities. No emphasis has been placed on the importance of work experience with community agencies, businesses, and advisory committees. Work experience programs that exist are not evaluated or reviewed.

2.9 Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).

Excellent

An aggressive and readily identifiable program for disadvantaged students functions as an effective part of occupational education. Services for specialized needs, such as language or learning problems, transportation, financial aid, counseling and guidance, are readily available and utilized. Instructional staff have been given training and/or other assistance in working with the disadvantaged.

Poor

No organized program or coordination of services for disadvantaged students in occupational education exists. Limited resources are available to assist the disadvantaged student and there is a low level of commitment to these students by administration and instructional staff.

2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).

Excellent

An aggressive, readily identifiable and coordinated program for handicapped students functions as an effective part of occupational education. Facilities and services to meet specialized needs are available and utilized. Instructional staff have been given training and/or other assistance in working with the handicapped.

Poor

No identifiable program or coordination of services for handicapped students in occupational education programs exists. Laboratory and equipment modification for the handicapped is almost nonexistent. Limited resources are available to assist the handicapped student and there is a low level of commitment to these students by administration and instructional staff.

PROCESSES: SUPPORT PROCESSES

3.1 Administration's commitment to occupational education.

Excellent

Administration demonstrates a wholehearted commitment to and support for occupational education through the stated philosophy and objectives of the college, the administrative organization and the allocation of resources.

Poor

Administrative support for and commitment to occupational education is passive and demeaning. Occupational education administration, programs and resources are secondary to general education and education for transfer.

3.2 Organization for effective coordination and direction of occupational education.

Excellent

Management responsibility, authority and accountability for occupational education have been delegated to an individual who is a participating member of the high level college management team. This occupational dean or director has the responsibility for all occupational programs.

Poor

No individual has the management responsibility, authority and accountability for all occupational education. Little coordination is evident among the various segments of the college. No clearly defined lines of authority and accountability exist.

3.3 Status of occupational education dean or director position on the college "administration team."

Excellent

The occupational program manager is on an organizational level commensurate with defined management function and on a lateral level with other managers who have equivalent responsibilities and authorities.

Poor

The occupational program manager's position has been down-graded in the administrative organization to a status below that assumed by general education program managers. The occupational program manager does not function as a member of the administrative team - participating in policy determination, resource allocation and other decisions that have real impact on occupational education.

3.4 Awareness of college's occupational education goals by all faculty and staff.

Excellent

All administrators and instructional staff are aware of college goals for occupational education. Occupational education staff utilize them as a base for planning long range and short term specific program objectives.

Poor

Most administrators and all instructional staff have little or no familiarity with the college's goals for occupational education. Consequently, general goals are not used to guide planning of specific program objectives.

3.5 Balance between academic and occupational education interests on college curriculum committee or equivalent.

Excellent

General and occupational education staffs are proportionally represented on college committees responsible for curriculum. Such committees are committed to the quality and relevance of all educational programs.

Poor

Occupational education staff are not represented on college committees dealing with curriculum, nor do the committees make any particular effort to get relevant input from occupational educators in making curricular decisions.

3.6 Emphasis on occupational counseling and guidance to full-time college students.

3.7 Emphasis on occupational counseling and guidance to adult and evening students.

3.8 Emphasis on occupational counseling and guidance to high school students.

Excellent

All counselors are familiar with and committed to occupational or career counseling; individual counselors have developed specialization in counseling occupational students. Counseling services are available to, relevant for, and utilized by most current and potential occupational students - full and part time, day and evening school and prospective students from feeder high schools.

Poor

Inadequate occupational counseling exists. Occupational counseling is given little emphasis. Counselors have little or no proficiency in career counseling and, in fact, tend to counsel students out of occupational programs.

3.9 College-wide coordination of placement services with occupational education programs.

Excellent

The college has an effective functioning system for coordinating placement services for full and part-time employment for all students in occupational education programs.

Poor

The college has no system or an ineffective system for coordinating placement services with occupational education programs.

3.10 Effectiveness in placement of occupational education students completing programs.

Excellent

At least 80% of the occupational students available for employment are placed in positions commensurate with job proficiency skills within three months following completion of a certificate or degree program.

Poor

Placement success with occupational students available for employment is at a low level. Less than 20% of students completing programs are placed in three months. No placement assistance is provided.

3.11 Recruitment into occupational education programs.

Excellent

The college has committed personnel and resources for a comprehensive occupational information system to guide potential students.

Poor

Little or no efforts are made to provide occupational information for potential students.

3.12 Systematic follow-up of students who have completed occupational programs.

3.13 Systematic follow-up of students who have dropped out.

3.14 Systematic follow-up of students who have completed college transfer programs.

Excellent

An effective system is in operation that provides current status and job success on student completions including those in advanced training, jobouts and dropouts from the previous year. Follow-up data on students overall, by specific occupation, is tabulated, available to and used by occupational education personnel.

Poor

No follow-up system has been established to gather data on occupational education students. Follow-up activities are informal and fragmented, and there are no data available on the current status of former students.

3.15 Use of job success and failure information of occupational education completions in program evaluation and planning.

Excellent

Comprehensive information on the employment success and failure of students completing occupational education programs is utilized as a program evaluation, planning and modification tool.

Poor

Employment data on success and failure of former students are not used in program planning and evaluating.

3.16 Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.

Excellent

The college has an organized public information program for occupational education. Communication objectives have been identified, adequate resource allocations (people, time, money) have been made, and there is evidence of effective action toward communication objectives.

Poor

There is no specific public information program for occupational education; communications are casual, disorganized and not an assigned responsibility.

3.17 Participation in development of one year and five year district vocational education plan submitted to state.

Excellent

A systems approach is used to develop the district vocational plan. Participation by at least 75% of the occupational education administrators and full-time instructional staff is built in.

Poor

The district vocational plan is developed by one or a few of the district administrators and includes little participation by instructional staff.

3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).

Excellent

A system has been developed and is effectively utilized to collect, analyze and disseminate to occupational education personnel data on population needs and labor market needs, trends and opportunities.

Poor

No effort is being or has recently been made to determine or use population or labor market needs, trends and opportunities.

3.19 Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.

Excellent

A community-wide system is in effect to consolidate and maximize the effectiveness of occupational education needs analysis by all area educational institutions and other agencies involved in occupational education.

Poor

There is no coordination of occupational needs analysis efforts by the various institutions and agencies in the area involved in this activity.

3.20 Use of community occupational education needs information in modifying programs.

Excellent
There is documented evidence of the consistent application of community occupational needs data to occupational education program development and modification.

Poor
There is no evidence that community occupational needs data are being or have recently been utilized in developing or modifying occupational education programs.

3.21 Updating of instructional content and method in relation to current occupational practices and trends.

Excellent
There is documented evidence of changes in occupational program content and methods to keep training relevant to current employment trends, practices and equipment.

Poor
Occupational program content and methods show little or no evidence of having changed to keep pace with "on the job" trends, practices and equipment.

RESOURCES

4.1 Provision for coordination and/or direction.

Excellent
Occupational program leadership is vested with one individual to whom program responsibilities, authorities and accountabilities have been delegated.

Poor
Occupational program leadership has not been provided for in the administrative organization or through the delegation of responsibilities.

4.2 Qualifications of coordinator(s) and/or director(s).

Excellent
Program coordinator(s) and/or director(s) are committed to occupational education, have education or experience in administration and management, and an appreciation and understanding of the opportunities, problems and responsibilities of occupational education.

Poor
Program coordinator(s) and/or director(s) have little understanding of or familiarity with occupational education; have no training or education in administration and management, and see limited application and value of occupational education.

4.3 Number of instructors necessary for program effectiveness.

Excellent
Teacher/student ratios are evaluated on a continuing basis and adjustments made to assure that high educational standards are maintained.

Poor
Little or no attention has been given to relationship of occupational education program effectiveness to teacher/student ratios. Classrooms are overcrowded and teachers are unavailable for individual student assistance and/or advising, and are assigned unrelated duties.

4.4 Qualifications of instructional staff.

Excellent
Occupational education instructional staff are credentialed in the specific teaching assignment, have current employment experience or comparable familiarity with the occupational area and have developed and maintained competence as a teachers.

Poor
Occupational education instructional staff are not credentialled in the specific teaching assignment and have had no work experience in assigned instructional area.

4.5 Occupational experience of instructors.

Excellent
Almost all occupational instructors have had recent employment or work-related experience and have achieved a high degree of competence in the vocation for which students are being trained.

Poor
Few occupational instructors have familiarity with or current competence in the vocation for which students are being trained.

4.6 In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.

Excellent
College policy provides, supports (time and money) and encourages in-service education experiences (including leaves for increasing occupational competence) for instructional staff; records are maintained on in-service education participation of all personnel.

Poor
The college has no policy for and discourages instructional staff participation in in-service education experiences.

4.7 Provisions for systematic evaluation of instructional personnel.

Excellent
A program has been established for periodic performance appraisal including the identification of performance objectives for all instructional personnel. Individuals are aware of evaluations, performance objectives agreed upon and progress in relation to objectives.

Poor
There are no guidelines for and no emphasis is placed on periodic evaluations of instructional personnel, or too much emphasis is placed on instructional staff evaluations; teaching effectiveness is impaired by "overkill" evaluations by peers, students, administrators, etc.

4.8 Use of paraprofessionals (e.g., aides, teacher assistants)

Excellent
The college has made a careful analysis of the need for and usage of ancillary workers. The instructional staff show innovation and educational sensitivity in the use of paraprofessionals and teacher assistants. Delegated responsibilities have been identified through a complete job analysis.

Poor
Almost no use is made of paraprofessionals and teacher assistants.

4.9 Salary schedule provisions in relation to other professional staff within the college.

Excellent
The college maintains a single salary schedule for instructional personnel and grants degree equivalency for occupational experience.

Poor
The college maintains a dual salary schedule for instructional personnel that compensates occupational staff at lower levels than those for academic staff.

4.10 Adequacy of instructional facilities, excluding equipment.

Excellent

Occupational education instructional facilities meet the needs of programs and students, are functional and provide maximum flexibility.

Poor

Occupational education instructional facilities are restrictive, overcrowded, out-of-date and do not meet the needs of program or students.

4.11 Adequacy and availability of instructional equipment.

Excellent

Equipment is current, operational and representative of that found and used in the job situation for which students are being trained. Efforts are made to provide clinical or work experience for unique, unusual, or excessively expensive equipment that has significance for job effectiveness.

Poor

Equipment is in poor condition and/or is not representative of that found and used on the job for which students are being trained. Little effort is made to offset this lack through clinical or work experience.

4.12 Utilization of instructional facilities and equipment.

Excellent

Scheduling is planned to maximize the creative utilization of facilities and equipment and provide individualized learning experiences for all students.

Poor

Little attention is given to the creative application and use of equipment and facilities; poor planning has resulted in over and/or under scheduling.

4.13 Adequacy and availability of instructional materials and library resources (e.g., textbooks, reference books, visual aids, mock-ups).

Excellent

Instructional materials selection is based on currency, relevance to program and student needs, learning impact and variety. Materials are continually reviewed and evaluated in relation to program changes and use frequency. Materials are located for convenient student use.

Poor

Instructional materials are outdated and lack relevance to current occupational program and student needs. Materials are generally limited to basic textbooks.

4.14 Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).

Excellent

A high degree of innovation is evident throughout occupational education programs in the development, modification and use of instructional approaches to meet individual student needs and learning abilities.

Poor

Occupational education programs make little or no use of existing individualized instruction techniques and programs; instructional staff are unaware of materials and resources available in their occupational area.

4.15 Use of advisory committees.

Excellent
Every occupational program has a local or regional advisory committee representative of the labor market for which students are being trained. Selection criteria and functional responsibility are clearly defined and understood by instructional staff and committee members. Meetings are used to identify needs, to gain relevant inputs for occupational program decisions and to recommend solutions to problems. Advisory committee composition and function are evaluated annually.

Poor
Programs lack advisory committees or committees exist but do not meet. Committee memberships are of long standing and do not include sufficient breadth, depth, quality, or recency of experience.

4.16 Participation of advisory committees in shaping programs.

Excellent
Advisory committees meet with all appropriate staff to focus attention on current issues vital to occupational education effectiveness - program, facility and equipment needs, long range planning and student work experience, placement and follow-up.

Poor
Advisory committees do not focus on issues critical to occupational education effectiveness - planning, curriculum, student work experience, placement and follow-up.

4.17 Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).

Excellent
Instructional staff have made a careful analysis of community resources that can expand interest and effectiveness of occupational programs. Resources are cataloged and used to augment classroom instruction.

Poor
Community resources for occupational education programs have not been identified or are ignored. Almost no effort has been made to use the community as an extension of the classroom.

4.18 Contributions of equipment and/or funds from labor, business, industry, and the professions.

Excellent
College staff have oriented the community to occupational program objectives, accomplishments and resource requirements. Community commitment to occupational education is evidenced through contributions and/or loan of equipment, facilities, finances, scholarships, etc.

Poor
The community has limited knowledge of or commitment to occupational education program objectives, accomplishments and resource requirements. This is evidenced through little or no contribution and/or loan of needed resources.

4.20 Provisions in current operating budget for occupational education in general.

Excellent
District annual operating budget provides adequate support for occupational program objectives; budgetary decisions are based on program priorities, and decisions and rationale are communicated to division and/or department chairmen and to instructional staff.

Poor
District annual operating budget does not provide adquate support for occupational program objectives; budgetary decisions are not based on program priorities, and decisions and rationale are not communicated to division and/or department chairmen and instructional staff.

4.22 Provisions in capital outlay and replacement of equipment budget for occupational education in general.

Excellent
District budgets provide for systematic purchase of new and replacement equipment, and refurbishing and repair of existing equipment. Budget projections are made for a five year period and based on occupational program priorities.

Poor
District budgets do not adequately provide for purchase of new and replacement equipment, and repair of existing equipment. Capital expenditures are emergency oriented rather than based on a planned priority system.

COLLEGE SELF-APPRAISAL

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system of occupational education programs and services.

The form consists of two parts:

Part I - Basic factual information
Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When ***poor*** through ***excellent*** responses are requested, ***poor*** ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES site visit team member(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education) and by the college president.

Thank you for your cooperation in the interest of quality occupational education.

Person Completing This Form:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

President:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

COPES
California Community Colleges

PART I

BASIC INFORMATION

COPES
California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent have goals (broad purposes) been established for occupational programs in your college? Please check only one response.

(1) _____ Established for every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

A-2 How current and appropriate are these goals in relation to community needs (e.g., population needs, labor market needs and opportunities)? Please check only one response.

(1) _____ Current and appropriate for every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

A-3 To what extent are the following measurable program objectives used in your occupational education programs? Please check one response for each measure.

Measure	Used for every program	Over 75% of programs	Over half	Over 25%	Less than 25%	None	Don't know
Planned enrollments in Relation to community needs							
Actual in relation to Planned enrollments							
Job Outs*							
Completions							
Placements**							
Job success of former Students							
Other (specify)							

* Students taking jobs in their field of preparation prior to completing the college program of studies.

** Includes enrollment for advanced education in field of preparation.

COPES
California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES (continued)

A-4 What measures are used to determine job success of former students and how is the information collected and recorded? Please respond concisely below. Use back of sheet and/or additional sheets if required.

A-5 a. To what extent are measurable learner performance objectives specified in writing in the organization of occupational programs? Check one response.

(1) _____ Specified in writing for all programs and courses
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Which of your programs do you consider excellent or exemplary in this respect?

A-6 a. In occupational education programs, how extensively are these learner objectives used as a basis for evaluating student performance? Please check only one response.

(1) _____ Used as the chief basis for evaluation of student performance in every program and course
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Which of your programs do you consider excellent or exemplary in this respect?

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the full-time enrollment of your college at the initial attendance report period this year?_____

B-2 What was the enrollment of full-time students in occupational education programs at that time? (Unduplicated count)_____

B-3 How were these full-time students distributed by occupational education program? Please attach a list of the full-time enrollments by occupational program at the initial attendance report period this year. (Unduplicated count)

B-4 What was the part-time enrollment of your college at the initial attendance report period this year?_____

B-5 What was the enrollment of part-time students in occupational education programs at that time? (Unduplicated count)_____

B-6 How were these students distributed by occupational education program? Please attach a list of the part-time enrollments by occupational program at the initial attendance report period this year. (Unduplicated count)

B-7 In the past 5 years, how has the proportion of full-time students in occupational education changed? (Unduplicated count in relation to total full-time enrollment)

Changed from_____% in_____(year) to_____% at the initial attendance report period this year.

B-8 In the past 5 years, how has the proportion of part-time students in occupational education changed? (Unduplicated count in relation to total part-time enrollment)

Changed from_____% in_____ (year) to_____% at the initial attendance report period this year.

B-9 What occupational education programs (not courses) have been added at your college in the past year? Four preceding years?

In the past year, the following occupational education programs were added:

In the preceding four years, these occupational education programs were added:

B-10 What occupational education programs (not courses) have been deleted at your college in the past year? Four preceding years?

In the past year, the following occupational education programs were deleted:

In the preceding four years, these occupational education programs were deleted:

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-11 What provisions are made at your college for relating the content of general education courses to occupational education programs?

(1) _____ Provisions are made for all programs
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

If provisions are made, please list them concisely. Use back of sheet and/or additional sheets if required.

B-12 How would you rate the articulation of occupational education at your college with the following other educational organizations in the area?

Educational Organization	Poor	Below Expectations	Acceptable	Good	Excellent	Don't know
High schools						
Other community colleges						
ROC's and/or ROP's						
Proprietary schools						
Other (specify)						

Please state concisely what these articulations include. Use back of sheet and/or an additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-13 To what extent is vocational work experience included in your occupational education programs?

(1) _____ Included in every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

B-14 How would you rate the quality of your work experience programs?

____ Poor ____ Below Expectations ____ Acceptable ____ Good _____ Excellent ____ Don't know

If rated lower than excellent, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if required.

B-15 a. In relation to community needs (e.g., population needs, labor market needs and opportunities), how would you rate the scope and quality of your college's provisions for the disadvantaged enrolled in occupational education (i.e., specially designed educational programs or services for persons with academic, socioeconomic, cultural, and related handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

b. Please list these programs or services concisely below. Use back of sheet and/or additional sheet if necessary.

c. If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if necessary.

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-16 a. In relation to community needs, how would you rate the scope and quality of your college's provisions of special education and related services for the handicapped enrolled in occupational education (i.e., mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

b. Please list these programs or services concisely below. Use back of sheet and/or additional sheet if necessary.

c. If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if necessary.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

C-1 To what extent is your occupational education being conducted in accordance with your district plan? Please check only one response.

a. _____ No differences between plan and practice.
b. _____ Only minor differences.
c. _____ Major differences.

If b or c, please concisely specify the differences.

C-2 a. To what extent are there available course outlines for occupational education programs? Please check only one response.

(1) _____ Available for all programs and courses
(2) _____ For over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Are these course outlines available in one location? _____ Yes _____ No

If yes, where?

C-3 To what extent is the content and method up-to-date with current occupational practices and trends?

(1) _____ Up-to-date in all programs and courses
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

C-4 Please outline briefly the procedures to keep content and method current with current occupational practices and trends.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-1 a. At the initial attendance report period of this year how many staff were employed in the following positions at your college?

Staff	College Total			Occupational Education Specifically		
	Full Time	Part Time	FTE	Full Time	Part Time	FTE
Administrators and Coordinators						
Instructors, Graded Day						
Instructors, Extended Day						
Counselors						
Other Certificated Staff*						
Secretarial and Clerical						
Instructional Para-professionals						
Other Classified						
TOTAL						

*Includes professional library staff, physicians, nurses.

b. Please attach a list showing the distribution of occupational education instructors by program, using the following format.

Program	Instructors		
	Full-time	Part-time	FTE

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-2 a. Last year what was the budget for "total direct current expense of education" (100-800) . . . . . $ _____

b. Last year what was the budget for "total direct current expense of occupational education" (100-800) . . . . . $ _____

c. Please provide an attachment showing how this occupational education operational budget was distributed by program.

D-3 How would you rate the Board's policy commitment to occupational education, through such tangible evidence as policy statements and budget support?

_____Poor ____ Below Expectations ____Acceptable ____Good ____Excellent _____Don't Know

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-4 How would you rate broad faculty support of occupational education at your college?

____Poor ____Below Expectations ____Acceptable ____Good ____Excellent ____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (Community)

D-5 How would you rate community support for your college?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (Community)

D-6 How would you rate community support for your occupational education program?

____Poor ____Below Expectations ____Acceptable ____Good ____Excellent ____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences of lack of support? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (Community)

D-7 How would you rate the effectiveness of the college in obtaining contributions of equipment and/or funds for occupational education programs from labor, business, industry, and the professions?

____Poor ____Below Expectations ____Acceptable ____Good ____Excellent ____ Don't Know

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

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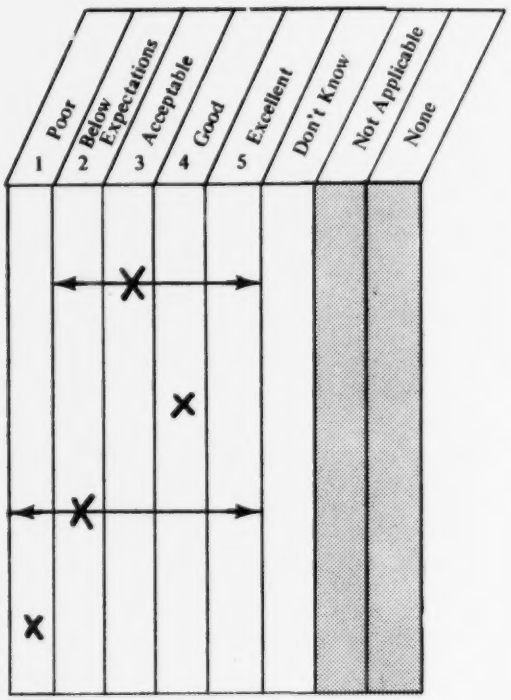
PART II

On the following pages, the college administration is requested to provide its self-appraisal of various aspects of occupational education at the college. On some items substantial variation may exist among programs, departments, or divisions. On these items, the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

EXAMPLES



Use of individualized instruction in occupational education (e.g., programmed learning, self-paced instruction, tutoring).

Quality of occupational instruction, in general

Provision for vocational work experience in occupational education programs.

Systematic follow-up of students who have completed occupational programs.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES (for occupational education at your college)

1.1 Goal(s) (broad purpose) for occupational programs.

1.2 Development of measurable learner performance objectives in organizing occupational programs.

1.3 Use of measurable learner objectives in evaluating student performance.

1.4 Relation of stated learner objectives to job performance requirements.

1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).

1.6 Actual program enrollments in relation to planned enrollments.

1.7 Student completions in relation to enrollments, including jobouts.*

1.8 Student placements (employment or related advanced education) in relation to completions.

1.9 Information on job success of former students in field of preparation.

PROCESSES: INSTRUCTIONAL PROGRAMS (for occupational education at your college)

2.1 Concurrence of programs with district vocational education plan submitted to state annually.

2.2 Quality of occupational instruction, in general.

2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.

2.4 Growth and/or modification of offerings during past five years in response to community needs.

2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.

2.6 Relating of the college's general education courses (e.g., English, math) to occupational education.

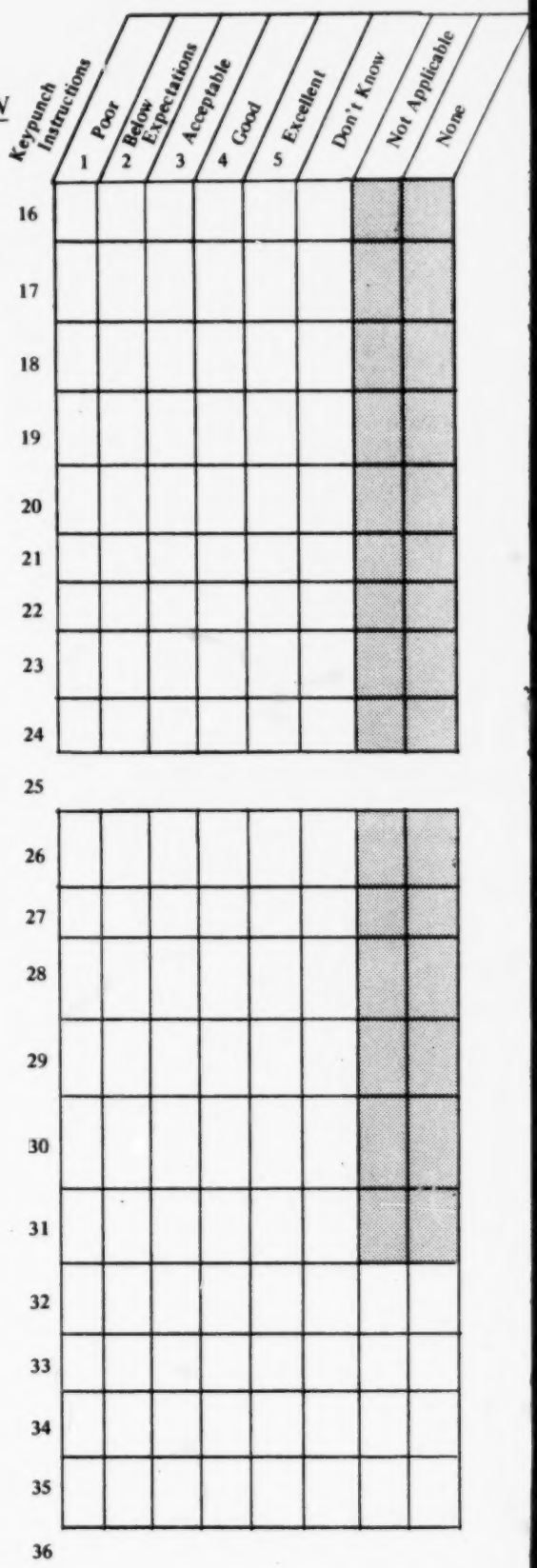
2.7 Provision for vocational work experience in occupational education programs.

2.8 Quality of work experience programs.

2.9 Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).

2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).

* Students leaving school for employment in field of preparation prior to completing college program of studies.



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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	Not Applicable	None
3.1	Administration's commitment to occupational education.	37								
3.2	Organization for effective coordination and direction of occupational education.	38								
3.3	Status of occupational education dean or director position on the college "administration team."	39								
3.4	Awareness of college's occupational education goals by all faculty and staff.	40								
3.5	Balance between academic and occupational education interests on college curriculum committee or equivalent.	41								
	Emphasis upon occupational education counseling and guidance:	42								
3.6	To full-time college students	43								
3.7	To adult and evening students	44								
3.8	To high school students	45								
3.9	College-wide coordination of placement services with occupational education programs.	46								
3.10	Effectiveness in placement of occupational education students completing programs.	47								
3.11	Recruitment into occupational education programs.	48								
	Systematic follow-up of students:	49								
3.12	Who have completed occupational programs	50								
3.13	Who have dropped out	51								
3.14	Who have completed college transfer programs	52								
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53								
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54								
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55								
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56								
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57								
3.20	Use of community occupational education needs information in modifying programs.	58								
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.									

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (for occupational education at your college)

		Keypunch Instructions
4.1	Provision for coordination and/or direction.	59
4.2	Qualifications of coordinator(s) and/or director(s).	60
4.3	Number of instructors necessary for program effectiveness.	61
4.4	Qualifications of instructional staff.	62
4.5	Occupational experience of instructors.	63
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64
4.7	Provisions for systematic evaluation of instructional personnel.	65
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66
4.9	Salary schedule provisions in relation to other professional staff within the college.	67
4.10	Adequacy of instructional facilities, excluding equipment.	68
4.11	Adequacy and availability of instructional equipment.	69
4.12	Utilization of instructional facilities and equipment.	70
4.13	Adequacy and availability of instructional materials and library resources (e.g., textbooks, reference books, visual aids, mockups).	71
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72
4.15	Use of advisory committees.	73
4.16	Participation of advisory committees in shaping programs.	74
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76
	Provisions in current operating budget for:	77
4.19	Your program	78
4.20	Occupational education in general	
	Provisions in capital outlay and replacement of equipment budget for:	79
4.21	Your program	
4.22	Occupational education in general	80

1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

Please answer the following: (Use back of page and extra sheets if necessary.)

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational education program (e.g., registered nursing or data processing). Persons responsible for coordination of several programs should respond for their cluster (e.g., health occupations or business education). The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable***, and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

Many thanks for your cooperation in the interest of quality occupational education.

Confidential

PLEASE IDENTIFY YOUR POSITION, YOUR OCCUPATIONAL PROGRAM OR CLUSTER, AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY. IDENTIFY YOUR OCCUPATIONAL PROGRAM (e.g., Registered Nursing, Data Processing) OR YOUR OCCUPATIONAL CLUSTER (e.g., Health Occupations, Business Education).

_____ DIVISION CHAIRMAN
(Specify cluster)_____

_____ DEPARTMENT CHAIRMAN
(Specify program)_____

_____ INSTRUCTOR
(Specify program)_____

_____ Other (specify)_____

_____

IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

GOALS AND MEASURABLE PROGRAM OBJECTIVES (your program)*

1.1 Goal(s) (broad purpose) for your program.

1.2 Development of measurable learner performance objectives in organizing your program.

1.3 Use of measurable learner objectives in evaluating student performance.

1.4 Relation of stated learner objectives to job performance requirements.

1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).

1.6 Actual program enrollments in relation to planned enrollments.

1.7 Student completions in relation to enrollments, including jobouts.**

1.8 Student placements (employment or related advanced education) in relation to completions.

1.9 Information on job success of former students in field of preparation.

PROCESSES: INSTRUCTIONAL PROGRAMS (your program)

2.1 Concurrence of your program with district vocational education plan submitted to state annually.

2.2 Quality of your instructional program, in general.

2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel in your occupational field.

2.4 Growth and/or modification of offerings during past five years in response to community needs.

2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs in your occupational field.

2.6 Relating of the college's general education courses (e.g., English, math) to occupational education.

2.7 Provision for vocational work experience in your occupational field.

2.8 Quality of work experience programs.

2.9 Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).

2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).

	Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	5 None
16									
17									
18									
19									
20									
21									
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24									
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28									
29									
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31									
32									
33									
34									
35									
36									

* Persons responding for a cluster of programs will substitute cluster wherever program is used.

** Students leaving school for employment in field of preparation prior to completing college program of studies.

Please be sure to complete opposite page.

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROCESSES: SUPPORT PROCESSES (from viewpoint of your program)

3.1	Administration's commitment to occupational education.	37
3.2	Organization for effective coordination and direction of occupational education.	38
3.3	Status of occupational education dean or director position on the college "administration team."	39
3.4	Awareness of college's occupational education goals by all faculty and staff.	40
3.5	Balance between academic and occupational education interests on college curriculum committee.	41
	Emphasis upon occupational education counseling and guidance:	42
3.6	To full-time college students	43
3.7	To adult and evening students	44
3.8	To high school students	45
3.9	College-wide coordination of placement services with occupational education curriculums.	46
3.10	Effectiveness in placement of occupational education students completing programs.	47
3.11	Recruitment into occupational education programs.	48
	Systematic follow-up of students:	49
3.12	Who have completed occupational programs	50
3.13	Who have dropped out	51
3.14	Who have completed college transfer programs	52
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57
3.20	Use of community occupational education needs information in modifying programs.	58
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.	

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

RESOURCES (your program)

4.1	Provision for coordination and/or direction.	59
4.2	Qualifications of coordinator(s) and/or director(s).	60
4.3	Number of instructors necessary for program effectiveness.	61
4.4	Qualifications of instructional staff.	62
4.5	Occupational experience of instructors.	63
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64
4.7	Provisions for systematic evaluation of instructional personnel.	65
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66
4.9	Salary schedule provisions in relation to other professional staff within the college.	67
4.10	Adequacy of instructional facilities, excluding equipment.	68
4.11	Adequacy and availability of instructional equipment.	69
4.12	Utilization of instructional facilities and equipment.	70
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mockups).	71
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72
4.15	Use of advisory committees.	73
4.16	Participation of advisory committees in shaping programs.	74
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76
	Provisions in current operating budget for:	77
4.19	Your program	
4.20	Occupational education in general	78
	Provisions in capital outlay budget for:	79
4.21	Your program	
4.22	Occupational education in general	80

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary.)

1. (Your program) What are the chief strengths of your program?

2. (Your college) What are the chief occupational education strengths of your college?

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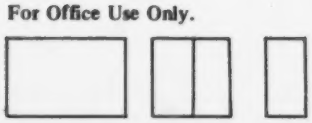

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

3. (Your program) What are the needed major improvements, if any, in your program and what action is required to achieve these improvements?

4. (Your college) What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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PERCEPTIONS OF OCCUPATIONAL EDUCATION

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education in your college. The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable***, and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. They will be forwarded unopened to the COPES service center for tabulation. Responses are grouped to insure confidentiality.

Many thanks for your cooperation in the interest of quality occupational education.

Confidential

IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND YOUR IDEAS WILL BE LOST TO US, CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ COUNSELORS

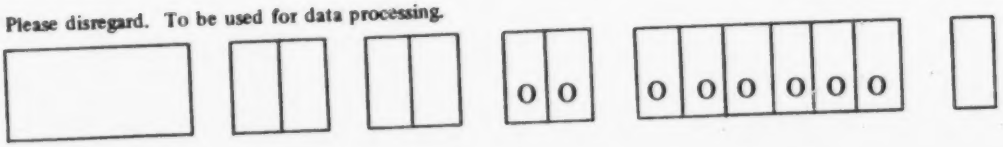
_____ OTHER (SPECIFY)_____

_____

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.



7/2/73

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES (for occupational education at your college)

1.1 Goal (s) (broad purpose) for occupational programs.

1.2 Development of measurable learner performance objectives in organizing occupational programs.

1.3 Use of measurable learner objectives in evaluating student performance.

1.4 Relation of stated learner objectives to job performance requirements.

1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).

1.6 Actual program enrollments in relation to planned enrollments.

1.7 Student completions in relation to enrollments, including jobouts.*

1.8 Student placements (employment or related advanced education) in relation to completions.

1.9 Information on job success of former students in field of preparation.

PROCESSES: INSTRUCTIONAL PROGRAMS (for occupational education at your college)

2.1 Concurrence of programs with district vocational education plan submitted to state annually.

2.2 Quality of occupational instruction, in general.

2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.

2.4 Growth and/or modification of offerings during past five years in response to community needs.

2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.

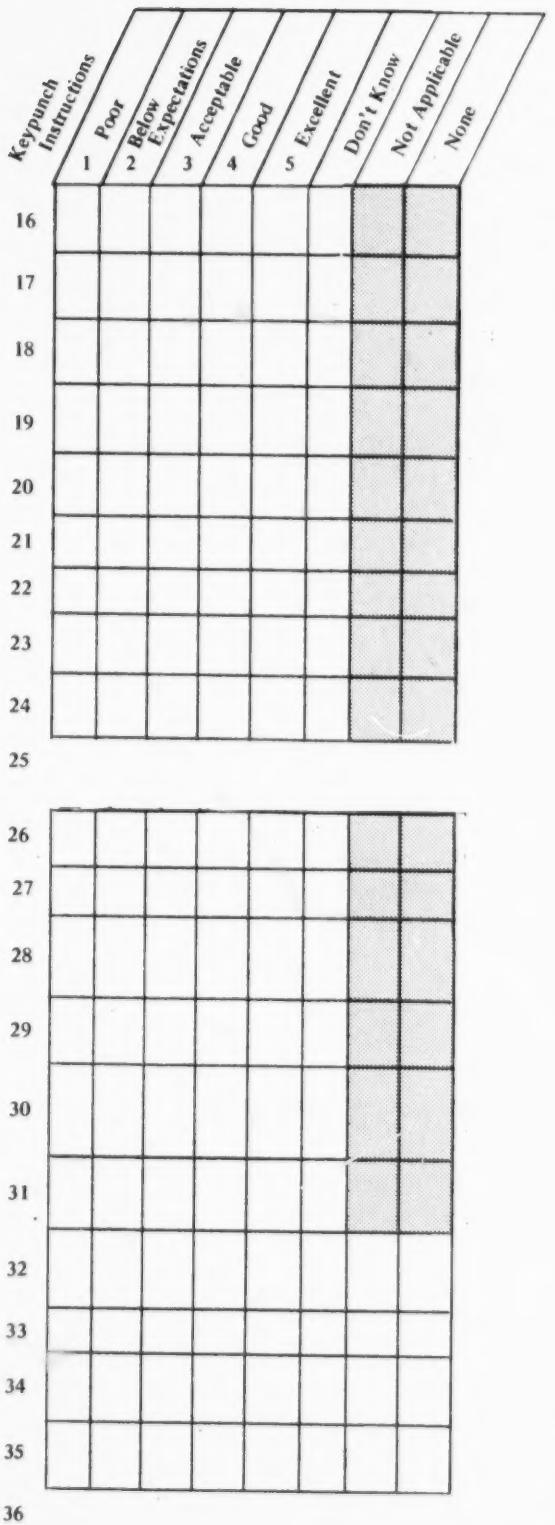
2.6 Relating of the college's general education courses (e.g., English, math) to occupational education.

2.7 Provision for vocational work experience in occupational education programs.

2.8 Quality of work experience programs.

2.9 Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).

2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).



* Students leaving school for employment in field of preparation prior to completing college program of studies.

Please be sure to complete opposite page.

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

3.1	Administration's commitment to occupational education.	37
3.2	Organization for effective coordination and direction of occupational education.	38
3.3	Status of occupational education dean or director position on the college "administration team."	39
3.4	Awareness of college's occupational education goals by all faculty and staff.	40
3.5	Balance between academic and occupational education interests on college curriculum committee.	41
	Emphasis upon occupational education counseling and guidance:	42
3.6	To full-time college students	43
3.7	To adult and evening students	44
3.8	To high school students	45
3.9	College-wide coordination of placement services with occupational education curriculums.	46
3.10	Effectiveness in placement of occupational education students completing programs.	47
3.11	Recruitment into occupational education programs.	48
	Systematic follow-up of students:	49
3.12	Who have completed occupational programs	50
3.13	Who have dropped out	51
3.14	Who have completed college transfer programs	52
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57
3.20	Use of community occupational education needs information in modifying programs.	58
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.	

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

RESOURCES (for occupational education at your college)

4.1	Provision for coordination and/or direction.	59
4.2	Qualifications of coordinator(s) and/or director(s).	60
4.3	Number of instructors necessary for program effectiveness.	61
4.4	Qualifications of instructional staff.	62
4.5	Occupational experience of instructors.	63
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64
4.7	Provisions for systematic evaluation of instructional personnel.	65
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66
4.9	Salary schedule provisions in relation to other professional staff within the college.	67
4.10	Adequacy of instructional facilities, excluding equipment.	68
4.11	Adequacy and availability of instructional equipment.	69
4.12	Utilization of instructional facilities and equipment.	70
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mockups).	71
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72
4.15	Use of advisory committees.	73
4.16	Participation of advisory committees in shaping programs.	74
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76
	Provisions in current operating budget for:	77
4.19	Your program	
4.20	Occupational education in general	78
	Provisions in capital outlay budget for:	79
4.21	Your program	
4.22	Occupational education in general	80

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

Please answer the following: (Use back of this page and extra sheets if necessary.)

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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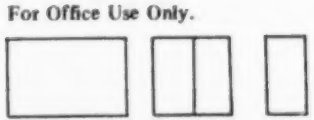


COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an appraisal of its occupational education. The name of the evaluation system is COPES.

Views of continuing education professionals are very valuable and are part of the evaluation, along with the views of other groups such as students, other teachers, counselors, administrators and community members. The responses of all groups are strictly confidential and when tabulated will be grouped to insure confidentiality.

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION CONTINUING EDUCATION PROFESSIONAL STAFF

College _____

Date _____

Check one response in each of Categories A and B.

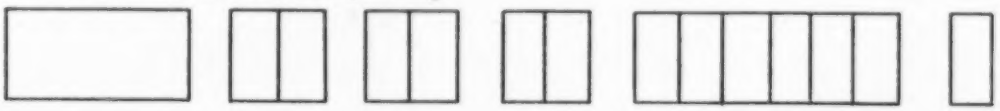
A ____Full-time college staff member
____Part-time college staff member

B ____Teacher (specify subject(s) below)
_____
_____
____Other (specify function below)
_____

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Reputation of the college's occupational education program in your field(s)?	17						
3.	Quality of occupational instruction in your field(s)?	18						
4.	Promotion of available occupational education programs within the community?	19						
5.	Community support of occupational education?	20						
6.	The administration's commitment to occupational education?	21						
7.	The administration's responsiveness to manpower and employment training needs of the community?	22						
8.	General success of occupational graduates when employed in your business or industrial field(s)?	23						
9.	Educational opportunities for retraining and upgrading employed personnel in your occupational field(s)?	24						
10.	Counseling and guidance into vocational programs in your field(s)?	25						
11.	Systematic follow-up of occupational graduates employed in your field(s)?	26						
12.	Adequacy of instructional facilities and equipment in your field(s)?	27						
13.	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)?	28						
14.	Provision for vocationally-related work experience in your occupational field(s)?	29						
15.	Growth and/or modification of the occupational program in your field(s) in response to recommendations of your advisory committee?	30						
		31						

Please disregard. To be used for data processing.



COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION
CONTINUING EDUCATION PROFESSIONAL STAFF

What are the principal strengths of the college's occupational program in your field(s)?

What are the principal needs for improvement in the college's occupational program in your field(s)?

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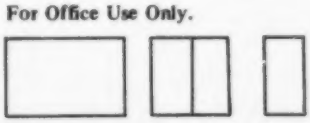


COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an appraisal of its occupational education. The name of the evaluation system is COPES.

Student views are very valuable and are part of the evaluation, along with the views of other groups such as teachers, counselors, administrators and community members. The responses of all groups are strictly confidential and when tabulated will be grouped to insure confidentiality.

This form should be completed only by full-time students who are majoring in an occupational program (for example, registered nursing, automotive technology, electronics, ornamental horticulture, secretarial science and other similar programs).

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

Name of College _____

What occupation are you studying for? _____

_____

COPES
California Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10 percent.
Poor is totally inadequate, bottom 5 to 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

1. Overall reputation of the college within the community?
2. Your overall rating of your occupational program?
3. Quality of your occupational instruction, in general?
4. Quality of your courses outside of your occupational area (such as English, science, math)?
5. Adequacy of instructional facilities and equipment for your occupational program?
6. Adequacy and availability of instructional materials for your occupational program (such as textbooks, reference materials, visual aids)?
7. Arrangements by the college for work experience (or clinical experience) in your occupational program?
8. Quality of work experience (or clinical experience) in your program?
9. Counseling and guidance at your college as they pertain to you and your program?
10. College's effectiveness in job placement of students completing your occupational program?
11. Information on job success of students completing your program?

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						

Please disregard. To be used for data processing.

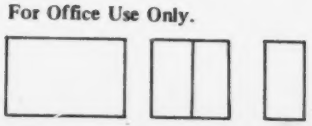
COPES
California Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

What are the strong points of your occupational education program?

What, if anything, would you do to improve the program?

For Office Use Only.



Name of College _____

Advisory Committee (specify field)

_____

How long have you been a member of this committee?

_____

How often does this committee meet? _____

COPES
California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

DIRECTIONS ON RATING:

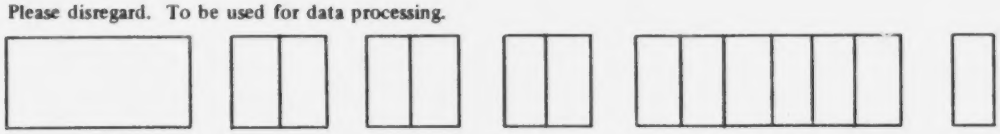
Excellent means nearly ideal, top 5 to 10 percent.
Poor is totally inadequate, bottom 5 to 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

1. Overall reputation of the college within the community?
2. Reputation of the college's occupational education program in your field(s)?
3. Quality of occupational instruction in your field(s)?
4. Promotion of available occupational education programs within the community?
5. Community support of occupational education?
6. The administration's commitment to occupational education?
7. The administration's responsiveness to manpower and employment training needs of the community?
8. General success of occupational graduates when employed in your business or industrial field(s)?
9. Educational opportunities for retraining and upgrading employed personnel in your occupational field(s)?
10. Counseling and guidance into vocational programs in your field(s)?
11. Systematic follow-up of occupational graduates employed in your field(s)?
12. Adequacy of instructional facilities and equipment in your field(s)?
13. Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)?
14. Provision for vocationally-related work experience in your occupational field(s)?
15. Growth and/or modification of the occupational program in your field(s) in response to recommendations of your advisory committee?

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

Please disregard. To be used for data processing.



Advisory Committee (specify field)

_____

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California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

In what ways have you been asked to contribute to the college's vocational program in your field(s) (e.g., serving as an outside speaker, arranging field trips)?

What are the principal strengths of the college's occupational program in your field(s)?

What are the principal needs for improvement in the college's occupational program in your field(s)?

During the past year in what ways has your advisory committee influenced the quality and availability of occupational education at the college?

Do you have suggestions on how advisory committees might help to improve the quality and availability of occupational education at the college? Yes____ No____

If yes, please state concisely below.

For Office Use Only.

College_____ **7**

Date_____

COPES
California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION

Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
	1	2	3	4	5

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1	Goal(s) (broad purpose) for occupational programs.	16
1.2	Development of measurable learner performance objectives in organizing occupational programs.	17
1.3	Use of measurable learner objectives in evaluating student performance.	18
1.4	Relation of stated learner objectives to job performance requirements.	19
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	20
1.6	Actual program enrollments in relation to planned enrollments.	21
1.7	Student completions in relation to enrollments, including jobouts (i.e., students leaving school for employment in field of preparation prior to completing program of studies).	22
1.8	Student placements (employment or related advanced education) in relation to completions.	23
1.9	Information on job success of former students in field of preparation.	24

PROCESSES: INSTRUCTIONAL PROGRAMS

		25
2.1	Concurrence of programs with district vocational education plan submitted to state annually.	26
2.2	Quality of occupational instruction, in general.	27
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	28
2.4	Growth and/or modification of offerings during past five years in response to community needs.	29
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	30
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	31
2.7	Provision for vocational work experience in occupational education programs.	32
2.8	Quality of work experience programs.	33
2.9	Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).	34
2.10	Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	35
		36

COPES
California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PROCESSES: SUPPORT PROCESSES

			Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
3.1	Administration's commitment to occupational education.	37						
3.2	Organization for effective coordination and direction of occupational education.	38						
3.3	Status of occupational education dean or director position on the college "administration team."	39						
3.4	Awareness of college's occupational education goals by all faculty and staff.	40						
3.5	Balance between academic and occupational education interests on college curriculum committee.	41						
	Emphasis upon occupational education counseling and guidance:	42						
3.6	To full-time college students	43						
3.7	To adult and evening students	44						
3.8	To high school students	45						
3.9	College-wide coordination of placement services with occupational education curriculums.	46						
3.10	Effectiveness in placement of occupational education students completing programs.	47						
3.11	Recruitment into occupational education programs.	48						
	Systematic follow-up of students:	49						
3.12	Who have completed occupational programs	50						
3.13	Who have dropped out	51						
3.14	Who have completed college transfer programs	52						
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53						
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54						
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55						
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56						
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57						
3.20	Use of community occupational education needs information in modifying programs.	58						
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.							

COPES
California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

RESOURCES

4.1	Provision for coordination and/or direction.	59
4.2	Qualifications of coordinator(s) and/or director(s).	60
4.3	Number of instructors necessary for program effectiveness.	61
4.4	Qualifications of instructional staff.	62
4.5	Occupational experience of instructors.	63
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64
4.7	Provisions for systematic evaluation of instructional personnel.	65
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66
4.9	Salary schedule provisions in relation to other professional staff within the college.	67
4.10	Adequacy of instructional facilities, excluding equipment.	68
4.11	Adequacy and availability of instructional equipment.	69
4.12	Utilization of instructional facilities and equipment.	70
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	71
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72
4.15	Use of advisory committees.	73
4.16	Participation of advisory committees in shaping programs.	74
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75
4.18	Contributions of equipment and/or funds from labor, business, industry, and the professions.	76
	Provisions in current operating budget for:	78
4.20	Occupational education in general	
	Provisions in capital outlay budget for:	80
4.22	Occupational education in general.	

Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
	1	2	3	4	5

Info Source:

____ Interview
____ Observation
____ Document or Data Analysis

Interview Respondent:

____ Student
____ Instructor
____ Department or Division Chairman
____ Advisory Committee Member
____ Other (specify)

_____

COPES
California Community Colleges

INFORMATION GATHERING SHEET

This form is a worksheet for evaluation team members to take notes for use in preparing the summary report.

College _____

Programs _____ Respondent's Name_____

PERCEPTIONS OF OCCUPATIONAL EDUCATION
COPES FORM A(23)

----- C O N F I D E N T I A L -----
ENTERPRISE COLLEGE

(INDIVIDUAL CLUSTERS INCLUDE INSTRUCTORS, DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN)

	NUMBER RESPONDING	MEDIAN INTERVAL OF 1-5 RESPONSES	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	DON'T KNOW	NOT APPLIC.	NONE
GOALS AND MEASURABLE PROGRAM OBJECTIVES										
1.1 GOALS (BROAD PURPOSE)										
ADMINISTRATORS	14	GOOD/EXCEL.	PCT.	PCT.	PCT.	50PCT.	50PCT.	PCT.	PCT.	PCT.
COUNSELORS	13	GOOD			8	54	38			
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			4	52	44			
01 AGRICULTURE	3	EXCEL.					100			
14 OFFICE OCCUPATIONS	23	GOOD			17	48	35			
04 DISTRIBUTIVE EDUCATION	7	GOOD			14	57	29			
07 HEALTH OCCUPATIONS EDUCATION	14	GOOD		14	7	57	22			
09 HOME ECONOMICS	3	EXCEL.				33	67			
16 TECHNICAL EDUCATION	4	GOOD/EXCEL.				50	50			
17 TRADE & INDUSTRIAL OCCUPATIONS	23	GOOD		4	13	48	35			
19 WORK EXPERIENCE EDUCATION	1	EXCEL.					100			
TOTAL OF ALL CLUSTER RESPONDENTS	78	GOOD		4	12	47	37			
1.2 DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS										
ADMINISTRATORS	14	GOOD			21	36	14	29		
COUNSELORS	13	GOOD		8	9	46	23	15		
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		4	15	41	18	22		
01 AGRICULTURE	3	GOOD				67	33			
14 OFFICE OCCUPATIONS	23	GOOD		9	26	61	4			
04 DISTRIBUTIVE EDUCATION	7	GOOD		15	14	57	14			
07 HEALTH OCCUPATIONS EDUCATION	14	GOOD		7	36	43	14			
09 HOME ECONOMICS	3	GOOD				67	33			
16 TECHNICAL EDUCATION	4	GOOD		25		75				
17 TRADE & INDUSTRIAL OCCUPATIONS	22	GOOD	9	4	5	59	18	5		
19 WORK EXPERIENCE EDUCATION	1	EXCEL.					100			
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	3	8	17	57	14	1		

COPES FORM A(23)--EXCERPT
FIRST PAGE OF 30-PAGE
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PERCEPTIONS OF OCCUPATIONAL EDUCATION
COPES FORM A SUMMARY (123)

ENTERPRISE COLLEGE

(NON-CLUSTER RESPONDENTS INCLUDE ADMINISTRATORS, COUNSELORS, AND OTHERS SUCH AS ACADEMIC FACULTY, IF APPLICABLE. CLUSTER RESPONDENTS INCLUDE OCCUPATIONAL INSTRUCTORS, DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN.)

	NUMBER RESPONDING	MEDIAN INTERVAL OF 1-5 RESPONSES	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	DON'T KNOW	NOT APPLIC.	NONE
GOALS AND MEASURABLE PROGRAM OBJECTIVES										
1.1 GOALS (BROAD PURPOSE)										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD	PCT.	PCT.	PCT.	100PCT.	PCT.	PCT.	PCT.	PCT.
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			4	52	44			
TOTAL OF ALL CLUSTER RESPONDENTS	78	GOOD		4	12	47	37			
1.2 DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		4	15	41	18	22		
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	3	8	17	57	14	1		
1.3 USE OF MEASURABLE LEARNER OBJECTIVES IN EVALUATING STUDENT PERFORMANCE										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			15	48	18	19		
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	1	8	18	54	16	3		
1.4 RELATION OF STATED LEARNER OBJECTIVES TO JOB PERFORMANCE REQUIREMTS										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		8	7	41	33	11		
TOTAL OF ALL CLUSTER RESPONDENTS	76	GOOD	1	4	15	55	22	3		

COPES FORM A SUMMARY (123)--EXCERPT
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PERCEPTIONS OF OCCUPATIONAL EDUCATION
COPES FORM B (7-123) ENTERPRISE COLLEGE PAGE 1

A/C = (NON-CLUSTER RESPONDENTS INCLUDE ADMINISTRATORS,
FORM 5 (COUNSELORS, AND OTHERS SUCH AS ACADEMIC FACULTY.
OCC = (CLUSTER RESPONDENTS INCLUDE OCCUPATIONAL INSTRUCTORS,
FORM 2 (DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN.
P = OFFICIAL POSITION, FORM 1

		NUMBER RSPDNG.	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	PCT. DON'T KNOW
GOALS AND MEASURABLE PROGRAM OBJECTIVES								
1.1	GOALS (BROAD PURPOSE)	1				P		
		27				A/C		
		78				OCC		
1.2	DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS	1				P		
		27				A/C		22
		77				OCC		1
1.3	USE OF MEASURABLE LEARNER OBJECTIVES IN EVALUATING STUDENT PERFORMANCE	1				P		
		27				A/C		19
		77				OCC		3
1.4	RELATION OF STATED LEARNER OBJECTIVES TO JOB PERFORMANCE REQUIREMTS	1				P		
		27				A/C		11
		76				OCC		3
1.5	PLANNED ENROLLMENTS IN RELATION TO COMMUNITY NEEDS	1					P	
		27				A/C		7
		77				OCC		5
1.6	ACTUAL PROGRAM ENROLLMENTS IN RELATION TO PLANNED ENROLLMENTS	1					P	
		27				A/C		4
		77				OCC		5
1.7	STUDENT COMPLETIONS IN RELATION TO ENROLLMENTS INCLUDING JOBOUTS	1				P		
		26				A/C		12
		77				OCC		10
1.8	STUDENT PLACEMENTS IN RELATION TO COMPLETIONS	1				P		
		26				A/C		12
		76				OCC		13
1.9	JOB SUCCESS OF FORMER STUDENTS	1				P		
		27				A/C		15
		78				OCC		18

COPES FORM B (7-123)--EXCERPT
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C O P E S
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL CONTINUING EDUCATION PROFESSIONAL STAFF

ENTERPRISE COLLEGE

85 Respondents[1/]

CHARACTERISTICS	PERCENT					
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	1%	3%	31%	61%	4%
Reputation of college's occupational education program.	0	2	3	37	46	12
Quality of occupational instruction.	0	1	7	42	40	10
Promotion of available occupational education programs within the community.	2	6	12	43	24	13
Community support of occupational education.	1	1	11	41	34	12
Administration's commitment to occupational education.	0	2	4	35	51	8
Administration's responsiveness to manpower and employment training needs of the community.	0	1	8	30	37	24
General success of occupational graduates when employed in business or industrial field(s).	0	0	6	41	14	39
Educational opportunities for retraining and upgrading employed personnel in occupational field(s).	4	2	11	37	34	12
Counseling and guidance into vocational programs.	4	9	24	19	5	39
Systematic follow-up of employed occupational graduates.	3	7	11	14	1	64
Adequacy of instructional facilities and equipment.	3	9	24	37	25	2
Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	1	1	23	40	18	17
Provision for vocationally-related work experience.	5	8	13	22	9	43
Growth and/or modification of the occupational program in response to recommendations of advisory committee.	0	1	10	31	20	38

1/ Number responding in time for processing.
□ = Interval of median response, excluding don't know responses.

C O P E S
The California Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

ENTERPRISE COLLEGE

424 Respondents[1/]

CHARACTERISTIC	PERCENT					
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	1%	9%	46%	37%	7%
Overall rating of occupational program.	0	3	13	46	36	2
Quality of occupational instruction, in general.	1	3	14	45	37	0
Quality of courses outside occupational area (such as English, science, math).	1	3	24	49	16	7
Adequacy of instructional facilities and equipment for your occupational program.	3	10	27	40	19	1
Adequacy and availability of instructional materials for occupational program (such as textbooks, reference materials, visual aids).	2	10	26	39	22	1
Arrangements by college for work experience (or clinical experience in occupational program.	6	8	11	29	24	22
Quality of work experience (or clinical experience) in occupational program.	3	4	11	34	20	28
Counseling and guidance at college as they pertain to student and student's program.	5	10	19	38	24	4
College's effectiveness in job placement of students completing occupational program.	5	7	8	15	3	62
Job success of students completing occupational program.	1	5	8	20	9	57

1/ Chiefly full-time second year students majoring in occupational education.

☐ = Interval of Median response, excluding don't know responses.

FORM E(6)

C O P E S
The California Community Colleges

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION

ENTERPRISE COLLEGE

93 Respondents[1/]

CHARACTERISTICS	PERCENT					
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	0%	2%	39%	59%	0%
Reputation of college's occupational education program.	0	0	6	54	32	8
Quality of occupational instruction.	1	2	11	51	28	7
Promotion of available occupational education programs within the community.	1	4	18	44	17	16
Community support of occupational education.	1	1	20	47	15	16
Administration's commitment to occupational education.	0	2	11	40	36	11
Administration's responsiveness to manpower and employment training needs of the community.	0	2	12	38	33	15
General success of occupational graduates when employed in business or industrial field(s).	0	1	9	40	20	30
Educational opportunities for retraining and upgrading employed personnel in occupational field(s).	3	4	6	40	28	19
Counseling and guidance into vocational programs.	0	4	20	31	11	34
Systematic follow-up of employed occupational graduates.	2	4	12	19	6	57
Adequacy of instructional facilities and equipment.	3	11	23	38	15	10
Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	1	1	17	43	21	17
Provision for vocationally-related work experience.	2	7	18	33	13	27
Growth and/or modification of the occupational program in response to recommendations of advisory committee.	0	6	13	48	21	12

1/ Number responding in time for processing.
□ = Interval of median response, excluding don't know responses.